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December 21, 1931

JOURNAL OF EDUCATION

The National School Weekly

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R. ELIZABETH SHERMAN

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FAIRFIELD WHITNEY

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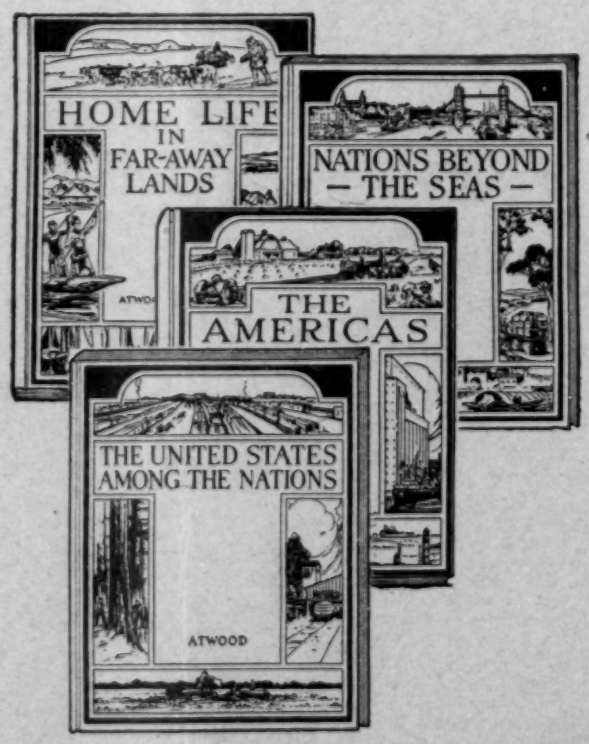

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Ornamental Civilization

DR. ERNEST W. BUTTERFIELD, State Commissioner of Education, Connecticut, in an official letter to the high school principals, says: "Formal codes aid in creating standards. They are effective the day they are framed and hung on the wall. Soon they become ornaments only."

The world crisis, which has disturbed every government, race, and creed, has resulted from the sudden recognition of the fact that the standards of civilization were mere ornaments for the promotion of intolerance.

Deflation and depression have put the breath of life into these traditional ornaments of civilizations.

Envy Must Be Avoided

THE article by Superintendent James H. Harris of Pontiac, in this issue, sounds an important warning note. The cultivation of a tendency to develop envy on the part of other wage earners will be professionally fatal to American education.

There are enough things of a constructive nature to emphasize without whining professionally.

There are innumerable appeals in the interest of children, industries, and society without basing appeals on the wrongs of teachers.

There are business interests, bankers, daily papers ready and anxious to plead for education, for "no cut in salaries of teachers," without having the ardent championship of professionalists.

Avoid, at all hazards, every possible excuse for provoking any spirit of envy on the part of any class of citizens in the present world crisis.

Every professional appeal at this time should be on the highest possible level.

Minnesota has a biennial meeting of the State Association, and in the alternate year there are seven district state meetings. This arrangement is regarded as especially satisfactory.

Dr. Albert Leonard

THE death of Dr. Albert Leonard on December 5, following immediately upon his retirement as superintendent of New Rochelle, New York, is a professional shock nationally as well as locally. It had been generally known that he was to retire from active service, but the reason therefor was understood to be in order that he might enjoy a life of leisure with opportunity for writing.

Dr. Leonard was closing a quarter of a century as superintendent of New Rochelle, New York, whose schools are recognized, nationally and internationally, as among the best public schools in the world. He has had limitless appropriations and a cultured constituency unsurpassed. He was selected for the superintendency at fifty years of age. He had been the editor of The Journal of Pedagogy for twenty years, and editor of the publications of Houghton Mifflin Company when selected for superintendent by New Rochelle. He had been a distinguished leader in education with professional achievements and scholastic attainments at fifty years of age.

Dr. Albert Leonard was a gentleman in the noblest and cleanest sense. We can think of none of our friends of half a century who had a more delightful range of friends than had be.

Education Week

EDUCATION week this year was of much greater significance than it has ever been. In New York City alone a hundred thousand people visited the schools. While this was undoubtedly the greatest single demonstration of public interest in the public schools, it was true that every city practically had a relatively important celebration of the week.

The Bow and Arrow

ARCHERY has an educational value far above the professional attention that it receives. The Journal of Education is fortunate to have a trumpet-call for the bow and arrow from John Preston True, of Waban, Massachusetts.

At sixty years of age his physician, an intimate personal friend, said: "Get out of business while the going is good: work a little, play a little, sleep a good deal, and enjoy life for thirty years."

Fortunately he had long been in love with the bow and arrow, and for twelve years he has enjoyed life in the most refreshing way.

There are champion archers everywhere, especially in the Northwest. The two men who can hit the bull's eye a quarter of a mile away are Oregonions. It is a Californian who the year before last broke England's record held for seventy-five years.

The woman champion archer is in Newton, Massachusetts. She is national champion for the seventh year. She has two small children to enjoy the health and spirit which the bow and arrow bring to their mother.

The national meeting of the archers next August will be in Seattle.

Our readers will enjoy John Preston True's article on "A Sport That Lasts Through Life" in this issue.

Culture in School Seating

THE way girls sit in school has as much to do with their culture as the way they use the English language.

Unless a woman sits gracefully, healthfully, naturally, everywhere at all times, nothing can make her attractive.

Recently scientific attention has been given to the creation of school seats that are adapted to the definite elimination of all anti-health and anti-culture physical defects.

There are few schools in the country that use the old-fashioned bench, or double desk. It is as inconceivable that any community should equip a new or renewed school building without having modern seating for health and culture as it is that they would have old-fashioned long benches.

The Forest Proposition

IT HAS seemed ridiculous to the uninformed that the reforestation in New York State should appear to be a national issue between Governor Franklin D. Roosevelt of New York and former Governor Alfred E. Smith, presumably possible rival candidates for the nomination of one of the great political parties for the Presidency of the United States.

This situation is likely to do more for the promotion of reforestation in this country than all the attention that has been given to reforestation hitherto.

There are a million acres of waste land in the state that can create a million acres of high-priced timber in a few years. This will be the best demonstration of scientific forestation the world has ever had, and it will be within easy reach of the vast majority of the people of the United States, and will be visited, while growing, by most of the people. There will be water-shed protection. There will be famous comfort and joy for an almost infinite variety of birds and other forest and field animals, game, interesting and important wild life.

No language can estimate what these million acres of scientific reforestation can mean to children and youth, men and women, far and near, summer and winter, recreationally and educationally.

Kepner Hall, Greeley, Colorado

By ALBERT E. WINSHIP

HARRY V. KEPNER, principal of the West High School, Denver, for thirteen years, has one of the first State Teacher Training School buildings in the country, at Greeley, Colorado, named " Kepner Hall " in recognition of his service on the State Board of Education for twenty-two years (seventeen years as chairman). We have known of no other city high school principal who has held so important a state position for so many years. There have often been tumultuous years in state politics, and Dr. Kepner's level head and heroic attitudes have been of inestimable value to the state.

Harry V. Kepner has been an exceptionally interesting man with a life that has never known an uninteresting year from his boyhood. I have been fascinated with his personality since he was with Preston W. Search in Sidney, Ohio, forty-one years ago.

Harry V. Kepner was born in the country village of Arcanum, Ohio, 1867. He early became his father's only assistant in his general hardware and country produce store.

At fourteen years of age the father left him in sole charge for a number of weeks while he went to the Pacific Coast. Not only was the boy the only clerk—he had to do all the buying, was the railway express agent, and met every train in that capacity, was the telephone agent, and had charge of the only village telephone; the monthly reports that had to be made out because of these agencies were quite exacting. There was no bank in the town, and the small safe in this store was used by quite a few citizens as a place to deposit their moneys for safe keeping. One grain merchant placed as much as five hundred to one thousand dollars cash per day in the safe, and paid the farmers for grain by sending orders to this young lad to pay the amount required. These and many other responsibilities soon put age on those young shoulders.

The ungraded schools of the village soon whetted the mental appetite of young Kepner, and he in time requested his father to help him to some higher education. His request was granted to the amount of $150 per year. This was a great help, however, to get started at the Ohio Wesleyan University. Soon he was acquainted well enough to start a boarding club, and for three years he fed forty hungry students at a cost to them of $1.60 per week.

Those college days, as well as the village school days, were shared by his boyhood mate, Edward Rynearson, of the Pittsburgh school system. That one could exist on $1.60 per week meals, Kepner takes pleasure in pointing for proof to the results in the corpulency of Rynearson, and to the keeping of the good will and intimate friendship of " Ed " all of these years.

For three of his college years Kepner was the laboratory assistant of that great inspirational teacher at Ohio Wesleyan, Professor E. T. Nelson.

Because of the influence of that personality, the teaching profession seemed to be the only goal, and immediately upon graduation Kepner accepted a position to teach in the High School of Sidney, Ohio. One more obstacle had to be hurdled, however, before the salary check was assured, and that was the successful passing of examinations in twenty-seven different subjects to gain a license to teach.

After three years in Sidney an invitation came to Kepner from Superintendent P. W. Search of Pueblo, Colorado, to teach in the Central High School of that city. The Pueblo schools were made famous by the individual system established by Search—and here was another rich experience in the life of Kepner.

The next year Search was called to the larger field of Los Angeles, and Kepner was asked to go to Denver to take charge of the work in chemistry in the Manual Training High School, the first school of its kind in the West.

Kepner never could keep his fingers out of business projects in an avocational way. Even in Sidney, Ohio, he helped to organize the American Chemical Company, and as their chemist supplied the medical profession with oxygen and other gases. The first year he was in Denver a man brought to his laboratory a piece of coal to analyze. The result was that in two years' time Kepner had organized a coal company, and as general manager he began mining the famous Rugby coal of that state. You would know that a pedagogue had named that coal.

These activities never interfered with school duties or interests. In 1913 he started the Evening High School, as its principal, in the Manual Training High School building, and thousands flocked to the classes for vocational and classroom training.

He made himself felt in educational work in the community, and in 1916, when school board affairs became badly messed up; when three members of the board out of five arbitrarily dismissed from service Superintendent Cole, they, without consulting Mr. Kepner, elected him to the position. Under the circumstances Kepner refused to accept, and Fred Clark was then given the responsibility.

In a month's time a school board election took place and the new board immediately re-instated

Superintendent Cole, and then invited Kepner to assume the duties of assistant superintendent of schools in charge of business affairs. That was the beginning of the new era in school affairs in Denver. In another year Kepner was called into some very important war work, and when he came back he was made principal of West High School —and is there yet.

This magnificent high school building seems to be a very part of Kepner, and he a part of it, for many of its finest appointments are children of his brain.

Kepner has always interested himself in the educational problems of the state. For twenty-two years he has been a member of the Board of Trustees of the Colorado State Teachers College of Greeley, the Western State College at Gunnison, and also, since its establishment, of the Adams State Teachers College at Alamosa. Governors of both political parties have continued to reappoint him to these boards.

Kepner has served his time as secretary and later as president of the Colorado Schoolmasters Club. When he was president of the Colorado Education Association he divided the state into three divisions and carried on the annual meeting and programs in each of the three divisions the same week. This three-ring circus program has carried on ever since and is reaching and helping four times as many teachers as formerly.

Yes, he has served his time as president of the Denver Lions Club; is a member of the Rocky Mountain Country Club; is a member of the Grand Commandery of Knights Templar of his state, and is a thirty-third degree Scottish Rite Mason. He was president of the Board of Trustees of his church (Methodist) for many years, and is a director of the Church Extension Society of his city. Another illustration of the custom, if not the wisdom, of calling upon a busy man when you want something done.

He received his B.A. and M.A. degree from Ohio Wesleyan University. His Sc.D. degree was conferred by the University of Denver. Summer sessions were attended at Harvard, University of Michigan and University of Colorado.

My Friend, Harr Wagner

By ALBERT E. WINSHIP

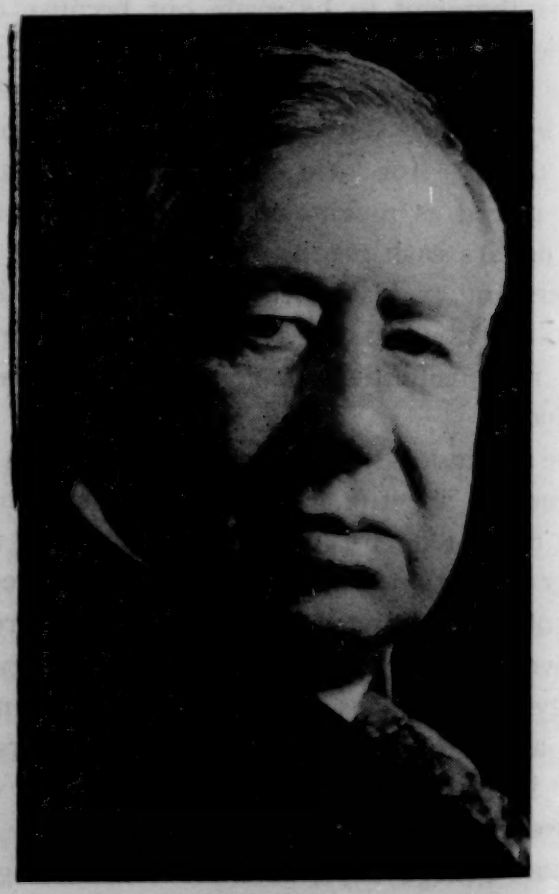
ARTHUR CHAMBERLAIN'S "Out West Magazine," Los Angeles, in September had "A Personal Interview with Harr Wagner," by Helen Alfred, which carries me back over the forty-three years that I have enjoyed the vitalizing friendship of a rare personality..

Harr Wagner was born of German ancestry in 1857 on a farm in Pennsylvania. Twelve to fourteen weeks in the winter time in a typical country school was all the education he had until he left home and began his career as a student, teacher, and editor. He graduated from Wittenberg College at the age of twenty-four, and three years later was given the degree of Master of Arts for special work in literature. He was editor and advertising manager of the College paper, and ever since he has owned and published a paper.

For several years his devotion to Joaquin Miller was a distinguishing feature in his personality. It was Miller's "Song of the Sierras" that led Harr Wagner to go to California, and later Joaquin Miller went to California at Wagner's suggestion, and they were associated in some way ever after.

I first met Harr Wagner at a County Teachers Institute in Santa Ana, California. It was a case of love at first sight. He had no appreciation of the charm of his platform attainment. I told him, and told other Californians, that he had remarkable talent, that he was one of the most gifted men I had met in the state.

From that day to this Harr Wagner, his business associates, his friends, and the clubs that he has created have been among the compelling attractions of the Pacific Coast.



Belding's Page

Who Should Do the Watching?

AN AMAZING number of books have been written about the honor system. It has been widely experimented with in American schools and colleges. Results vary. But apparently the thing needs watching. If allowed to operate by itself, or without the hearty support of the student body, the plan becomes a farce, a cloak for cheating, and a curse to morals.

A vote recently taken among the men of Brooklyn College--which has maintained an honor system among its women students—revealed overwhelming opposition to the scheme. The chief objection was, that the students do not like to report upon the dishonesty of their fellows. The fact is—most students refuse to do this any way, and their refusal undermines many of the best-laid constitutions looking to government of students by themselves.

Proctoring of examinations still has its vogue, and perhaps for valid reasons. After all, it is the institution and not the student body that attests a properly earned diploma.

Do They Read the Newspapers?

HOW many of your pupils know how to read a newspaper?

The query may sound impertinent, since the newspaper is admittedly the most commonly read product of the printing press. Easy to read, too, the newspaper is supposed to be. But is it?

An investigation of the newspaper reading habits of boys and girls in any average secondary school would be something of a revelation. So, for that matter, might be a study of the newspaper reading habits of many school teachers, but let us not press that point here.

Newspaper reading is likely to begin with the comic strips, so called; most of which have become rather more like endless serial stories involving grave situations as well as comic.

Even exceeding the cartoons in popularity with many youthful readers are the sporting pages. Magazine features claim a large share of attention. And portions of the news are also devoured eagerly. But what portions?

How many pupils are attracted to the parts of the news which have real significance for them?

A newspaper is supposed to be—among other things—a current record of the times. Every newspaper worthy the name does, in fact, contain reports of events that are making history. The reason these reports are skipped, is because they are difficult to jump into. The pupil has no bridges built in his brain for the facts to enter by. The history that he has studied has not come near enough to the present day.

News of the other sort—crimes and tragedies and accidents and incidents of all kinds—are readily grasped without any preliminary knowledge or prepared interest. Besides, the news of this character is more dramatic and is given more prominence than its actual importance entitles it to have.

Schools could profitably devote more time than most of them do, to leading the pupils into an understanding of the news which means something in the ongoing life of mankind.

The daily press supplies the freshest possible material for instruction. Neglect of this material results in loose connections between school and that world outside for which school is expected to prepare the student.

Peace Planting

GERMAN education, prior to the world conflict, was deliberately aimed at building up a national spirit. Soviet Russia is employing education to deepen the hold of communistic principles upon the next generation.

With these observations in mind, one is pleased to note that public education in France has definitely adopted the ideals of international peace and solidarity as part of the curriculum, and has incorporated material of that nature in the curricula of secondary schools, in connection with history, geography, and modern languages. France, through its University of France, comprising all the schools of every grade in the republic, can do this sort of thing, can promulgate such a program more effectively than could the United States, with its many independent units and its lack of any centralized authority. This is not stated as an argument for changing our system, but rather as an explanation of why no theory, whether good or ill, can be uniformly prescribed for American youth.

Enlightenment on the subject of neighborly relations needs to be spread among the boys and girls and young people of every land. In this country the job must be undertaken voluntarily by the schools themselves if it is to be accomplished.

Auson W. Belding

Associate Editor.

Abolish the Teacher Type

By R. ELIZABETH SHERMAN
Washington Irving High School, New York City

"Teaching is the one profession in America always on the defensive. . . . The teacher, alone of the professions, maintains toward the world an apologetic attitude, the evidence of an inferiority complex."

I HAVE been a teacher for twenty-five years. My first venture was in a primitive district school. I was just out of college; without professional training, ignorant of methods, formalism, and school routine. My only equipment consisted of good health, interest in life, and enthusiasm for my job. The mistakes in my attendance register alone would have horrified an inspector. However, my blunders went undetected; and the wholesome lack of supervision by authorities allowed me to discover the great truth that teaching is an interesting occupation, when quite independent of petty regulations, established practice, rigid tradition, and lifeless reports.

I am glad that my first experience was unfettered, for I was on this account enabled early in my career to associate my work with pleasure. I began by having a good time teaching. I have never wholly lost the feeling.

Mine is no hard luck story. It is my good fortune to find myself in a school where there are both ideas and ideals; where the organization is at once scientific and humane; where I teach a subject I like, of which I see the immediate and future use, with freedom of method and opportunity for experiment. At the end of twenty-five years I am neither crushed by drudgery and routine, nor disgruntled with life because I am a teacher.

Troubles with teaching are both real and imaginary. Like others I have suffered in securing a suitable place to live in the country, the town, and the city. I have experienced lodging discomforts, from the farmhouse where in rainy weather I was obliged to keep an open umbrella over my pillow at night because the ceiling leaked, to the cramped hall bedroom in the city. I have not escaped the blights incidental to prolonged life in a schoolroom. Nor have I been free from the problem of the rising cost of living coupled with a stationary salary. But I believe that none of these problems, although the financial one looms large, is the reason for the widespread dissatisfaction which causes many teachers to leave their profession, and prevents many of the best students in college from choosing it.

Like diseases, the troubles with teaching may be vital or functional; deep-seated maladies, with the source in the community, or local and temporary ills, subject to cure with the right intelligent treatment. Each trouble needs a diagnosis. It is certainly not scientific for teachers to blame their profession for all their woes, whether due to the community, the local school authorities, or the individual. If a lawyer or a doctor fails to find a successful life in a neighborhood, we do not blame the professions of law and medicine.

Teaching, on the other hand, is the one profession in America always on the defensive; and within my observation it is the only profession wherein the ambitious members feel called upon to justify themselves for their choice of work or to excuse themselves for remaining in it. The teacher, alone of the professions, maintains toward the world an apologetic attitude, the evidence of an inferiority complex, fixed by the community's ancient conception of the "teacher type" and the community's action in setting teachers apart and formulating for them a code of dullness and routine that it dare not prescribe for other individuals. From Ichabod Crane to the present day, the figure of the pedant has been the butt of pity and ridicule.

On an Atlantic liner in the summer vacation a short time ago two women were overheard discussing a third woman of forlorn appearance who had excited their sympathy.

"Poor soul! I am sure she is a teacher," said one. "She looks and acts it."

"I'll ask her," volunteered the other.

"No. I'm not a teacher," quavered the forlorn woman. "I've never been a teacher. I'm only seasick."

Yes, we laugh at this story. Of course the teacher is prim and forlorn! But she isn't; the joke is on the public that sticks to the tradition of the "teacher type," and hates to let go. To it all teachers are plain-faced and all married women are happy and handsome. To it the tired business man goes from office to musical comedy, but the tired teacher goes home from school to remodel last year's hat and to correct papers. To it her figure is lank, her hair straggling, her skirts long, her stockings cotton, and her disposition spineless.

"My children won't respect a giddy-looking

teacher," complained a parent in a small town.

And pray, madam, did they (or did you) respect her sober looking predecessor who never was invited to a single social gathering except a Sunday School concert during the two years she taught in your town? What sympathy with young life or knowledge of the problems of the community can be expected from an individual who has no contact with social life? All attempts to regulate and limit the life and social activities of a teacher have their root in the desire to make the teacher conform to the ancient "teacher type," and not in the canons of good taste and right living applied to the rest of the community.

Reluctantly I come to the question of salaries. Unquestionably poor teachers are overpaid (they would be dear at any price) and good teachers are underpaid. A nationally famous efficiency engineer has stated that he left the teaching profession when a young man because he realized it would be as hard to live on eighteen hundred dollars as to earn eighteen thousand.

What is the remedy for the ills of teaching?

There are two patients to be treated: the community and the teacher. The community must discard its worn-out conception of the "teacher type," as it long ago discarded its conception of the physician as Dr. Sawbones. No town can have a twentieth-century school and an early nineteenth-century "teacher type"!

To teachers I say: Stop apologizing for the profession. Do not allow the great adventure of living to be hindered by obstacles and conditions imposed by community ignorance or limited vision of supervising officials.

To teachers I say: *Wear your sunny side out.*

To the community of officials, parents and taxpayers I say: *Furnish the sun.*

Shall We Not Bend a Little?

By JAMES H. HARRIS

Superintendent, Pontiac, Michigan

THE other day a prominent industrialist of this city (and an industrialist here means identification with the automobile industry) remarked to me in the course of a discussion of economic conditions that the only group in the country, with a few stray exceptions, that had made no contribution to, or experienced no inconvenience from, the current depression, was the teaching group.

All other classes or groups, he continued, have suffered wage reductions and penalties ranging from 10 per cent. to 50, while the teaching profession has gone practically unscathed.

He did not think this was fair or equitable, That this feeling is not an isolated one is becoming apparent, I believe, to every close observer. One catches it not only directly from individuals, but he senses it in practically all classes and groups—commercial, industrial, professional. It is in the air.

The teachers, for the first time perhaps in history, have become an object of envy, and when Pandora raised the lid and released a swarm of troubles upon the earth, Envy was not the last, I suspect, to escape nor the least troublesome when she did emerge.

Be that as it may, Envy is clearly in the picture and we may as well recognize it. To ignore it, or to dismiss it with the true, but futile, assertion that it is a destructive impulse, is merely to blind our eyes to consequences.

"He that cannot possibly mend his own case," said the wise old Francis Bacon, "will do what he can to impair another's."

But apart from the spirit of envy which unquestionably plays a considerable role in a period of depression such as we are now experiencing, the question as to the wisdom involved in insisting on our salary schedules and so-called rights, when every one else is suffering loss, remains to be met.

I am entirely familiar, of course, with the arguments advanced to sustain the teachers' position: that as a class they are underpaid; that in times of prosperity they do not share in that prosperity as do other groups; that they are generous contributors to relief and welfare activities; and so on, and so on.

But I am beginning to find that these arguments fall on stony ground. They leave the listener cold.

In the early stages of the depression they carried some weight and were fairly effective. But with the prolongation of the depression and the accentuation of its untoward and distressing effects, the teachers' defence is slowly but surely crumbling, or if it is not crumbling it is at least being met with a deeper skepticism on the side of public opinion.

What is in my mind is whether the time is not ripe for the spirit of concession and conciliation on the part of the teaching profession.

In the long range are we not in danger of losing more than a temporary advantage by stubbornly adhering to salary schedules, and even more stubbornly resisting salary reductions?

When millions are out of employment and millions more are experiencing drastic cuts in income, shall we alone remain untouched, arousing the envy and ill-will of that vast public opinion upon which, in the last analysis, we are completely dependent?

It is well enough perhaps for our journals of education, educational associations, and educational leaders to proclaim a "stand-pat" policy, and to glorify those school administrators who can boast an unaffected salary schedule, but I am wondering whether they are as wise as they flatter themselves; whether indeed they are not creating for themselves and the profession in general an unfriendly, if not hostile, sentiment which may wreak more damage than any temporary "kudos" derived from maintaining salaries may possibly compensate.

There are, of course, cities and communities practically untouched by the depression. They are to be congratulated on their good fortune in not being forced to make concessions or accommodations. But such cities are distinctly in the minority, and my comments are directed only to those (and they constitute the large majority) that are under the pressure of depressed economic conditions.

Benjamin Franklin's father advised him when a boy, to bend a little when he was entering a doorway that was too low for his height.

Is it not the part of wisdom at this time for the teaching profession to bend a little? If we do not, I fear it is going to be "just too bad"!

This is not a plea for weakness and surrender; it is, however, a plea for the spirit of compromise, conciliation, and reasonable concession.

The Board Member of Tomorrow

By BURTON ELSWORTH DAVIS
Los Angeles, California

"The new school board member will not be so much concerned with the starvation wage or the law of supply and demand as he will be with how to confront youth in the schoolroom with first-rate specimens of manhood and womanhood."

THE new board member will be a thinker instead of a tinkerer. He will be long-headed and not short-sighted. No person or organization will be able to hoodwink him into adopting any measure of tribute to temporary depression conditions. His decisions will be based on considerations of long-time effect, not on immediate demand. No taxpayers' organization or any other powerful legislating or lobbying group will be able to move him from the path of service to the growing youth of the community. He will be for the pedagogue and against the demagogue. In matters of child welfare the new trustee will be for the child and against the dollar. For this new type of school trustee will be able to see the whole view. Instead of listening to suggestions as to how little the schools can exist on, he will desire to know how much this great emancipating machine can use effectively in its expanding program of educating the whole man, in its service to all the children of all the people.

The modern board member will not be content to listen to the cries of the poor taxpayer and initiate a move for reduction of school expenditures and decreases in salaries. He will want to probe deeper into this dilemma. On the one hand he will find that legislatures and school boards have been constantly adding new tasks and responsibilities to an already over-burdened school program. On the other side taxpayers demand a reduction in school expenses. Health nurses, physical education, counseling service, clinical aid, free lunches, vocational courses, home economics, and remedial treatment for defectives, higher qualifications for teachers, are a few of the newer demands made of the public schools. These services cost money. But the public has seen fit to saddle this extra burden on the school. The question in the mind of the new board member will be then, not how may we cut down on the cost of the schools which are assuming an increasing proportion of the duties which formerly devolved on the home, church, and other agencies, but rather, how shall we properly support this great shrine of our American democracy? The property tax, which served its purpose full well when property was mostly real estate, and real estate was about all the property, has, in the opinion of competent tax experts, long outlived its usefulness. But, with real estate tax paying the bulk of the local support of the schools with their expanded program of activities, it will not be hard for the modern board member to see that his

greatest duty lies in working for a sounder tax basis. He will soon see that since the small property holder wields the votes in the community, and at the same time must pay a tax too heavy to bear, a large part of which is used by the schools, a demand will be made to cut the school budget down. This trustee, desiring to serve the interests of education truly, will join in a campaign for shifting this burden to the shoulders of those more able to pay, to the end that he may thereby render a double service to society—that of relieving overburdened poor people from a disproportionate contribution toward the common expense of education, and at the same time refusing to curtail the wealth creating activities of the schools.

The modern board member will not only initiate a fight for a more equitable distribution of the tax burden, but he will also carry on a campaign to acquaint his supporters with the fact that, while a great proportion of the local taxes is spent for education, that is as it should be. Education is the one paying business in which the community is engaged. More money spent for education means less to be called for in pauper support, criminal procedure, and protection. He will want the board and community to consider teaching not only a profession, but at least on a par with civil service in matters of permanency of pay levels and promotions. A salary schedule he will consider as a stabilizer to keep the board from advancing pay too fast in prosperous times, and to negate any tendency for reductions in temporary depressions. He will stand by the schedules in good times and back them up in bad.

In all things affecting the schools and their program of preserving for posterity the best of the past heritage and promoting better for the future, our enlightened trustee will see the entire problem, get the whole view. He will consider the interests of the child paramount over those of the teacher or the taxpayer. What he does for either of these other two persons to be considered in the school game, he will do because he finds it necessary to promote the interests of the first.

In considering salary schedules he will not be so much concerned with the starvation wage or the law of supply and demand as he will be with how to confront youth in the schoolroom with first-rate specimens of manhood and womanhood, to the end that life may become more excellent in this great republic.

While the modern board member views the public school in all its phases with an entire view, a far look, and a discerning understanding of the crucial importance of the institution to the perpetuity of our democracy, he becomes increasingly aware that he is not working in a mere business or dealing with automatons. He senses that he is dealing with complicated human relations, the smooth working of which is easily disturbed. He has no hirelings. The employees of the district are his compeers. He contemplates nothing which would affect their economic standing or welfare without their full cognizance and co-operation. He encourages thinking. He cares nothing for his re-election, everything for the welfare of the children in the schools. He is subservient to no special interest, but is wholeheartedly devoted to the welfare of the greatest number through surrounding the youth of his district with the richest environment of materials and educators that money will buy. He knows that the wisest economy is to spend more for education so that less will be required for correction and poverty.

Happy is the community which has one or more such members on its school board. America looks forward with confidence for a brilliant future since more and more such people are being inducted into the powerful positions held by school trustees. In a very real sense the future of the republic rests with these boards. On their heads hangs the issue in the race between education and catastrophe. May we have more statesmen?

Welcome

By Alfred Osmond

Brigham Young University, Provo, Utah

I do not care to take a part
With those who will not welcome me.
I have a spirit and a heart
That love their native liberty.

I love the men of common mould.
The welcome that they give to me
Is plain, informal and less cold
Than that of men of high degree.

A kindly word, a welcome smile
Are things that are not bought and sold,
But they will take one many a mile
Beyond the silver and the gold.

A frosty host is like a blast
That sweeps across the Northern Sea,
His food is like a ten days' fast,
Prepared by hands of Poverty.

If I could wing my way to heaven,
I'm sure I would not wish to stay,
Unless the welcome I was given
Drove all my doubts and fears away.

A Sport That Lasts Through Life

By JOHN PRESTON TRUE
Waban, Massachusetts

"Teachers are exactly the folk who would immensely profit by a couple of hours, weekly, before the targets in the gymnasium, and in the spring and fall on the outdoor range," says this advocate of Archery.

FOR a thousand years not cricket but the long-bow was England's safety and England's might. To go back a little, although not quite so far back; in the '70's archery held the public eye in America as golf does now. Came then the safety bicycle, and a long interregnum. Now the bow is back again like a released steel spring, resilient as ever! You just cannot kill it. As a cold matter of fact, just two virile sports have unkillably lived from the day of the Cave Man down to ours, fundamentally unchanged; to wit, swimming and archery. All the rest are but mushroom upstarts.

As a mere sport it has a fascination all its own —incomprehensible to the bemused golfer. Right in the bow, its string, its six highly individualistic arrows—to say naught of glove and arm-guard, lie seemingly endless "hazards," and your own personality to subdue and overcome beside. No two archers shoot exactly alike. A thin man and a "plump" lady have quite different technique. And the arrows!—theoretically mates, you *may* have two or three that now shoot alike. I have four that call for an aim right on the "gold" at sixty yards; but at forty yards would over-shoot; and others that at forty call for a dead-centre aim, while at sixty yards that would land them under-target. The bow varies, on a colder day. A thick string gives higher trajectory than a thin one. In short—archery calls for brains! No others need apply.

Now for another illustration of just that—plus reasoning powers. (Here's hoping you have them!) When you see a score of average archers busy on their range at any distance from thirty up to 100 yards, it looks so easy! The swing of the bow up to level, the steady draw, the seemingly careless poise and pose of the body and the grace of it all—remembering the preliminary anxious waggle of the golfer, the bowman's work seems effortless.

It would never from that occur to you that about every working muscle in his body, from heel to shoulder, right then is braced and tense with energy! A perfect, tabloid gym. in body-building, that makes you soon as "hard as nails," with lungs and heart in splendid action, never overworked. Take yon medium archer; his weight, 165 lbs.; the "weight," or pulling power of his bow, say 50 lbs. (Every wise archer fits himself exactly on that point!) He will draw that bow to the head of a 28-inch arrow from 100 to 150 times in an afternoon's shoot or in the "twilight hour" of evening. Could you do it even once? Yes, it looks so easy; and six times he thus shoots in concentrated succession, not merely once; then goes down for the scoring.

But all this is but an opening gambit, just to help the uninstructed to understand for school application; so, to resume: For aught I know, we always have had archery in some schools. Mary Johnston writes that before the Revolution British officers and families in the Carolinas had it as a general sport. More modernly, Bradford Academy had it in the early '70's. Bradford Academy has it now. So does many a girls' private school. But down to a year or two our high schools with odd obtuseness have ignored its really wonderful value as a body-trainer for the other sports, and its individual value in teaching concentration and personal initiative. Mass plays have their worth for discipline, of course. Incidentally, no boy will ever play at them again from the day when he lands his life-job at somewhat.

Now, here and there a high school has waked to *this* fact—and to the especially important fact that with the bow there is no age-limit short of the end of life itself. Also to the vital fact that it is a perfect godsend to brain-workers, sedentary folk, who can get but little time for really effective sport-exercise, but can utilize their own back-yard in summer daylight-saving days, with or without a chum. That last is specially important. So these schools look far ahead, not just for the easy tomorrow. I suspect there are now far more of them than I have on record. There is Brookline, Mass., for one. After years on years of yearning, Newton's great Classical High School now has an adequate range and promptly installed archery there; and the boys in several "junior highs" are keenly looking forward to that and meanwhile are making their own outfits! Also learning how to use them. The superintendent at Wellesley, Mass., writes me: "For several years we have had

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McKitrick and West's English Composition

By MAY MCKITRICK, *Assistant Professor of English, School of Education, Western Reserve University, Cleveland, Ohio, and* MARIETTA HYDE WEST, *formerly Head of the Department of English, East Technical High School, Cleveland, Ohio*

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classes in the Senior High School in this sport. My own daughter has learned the 'game' in the Senior High School classes, and for the last two summers had charge of archery in a Vermont camp."

A year ago the principal of a great high school in Nebraska wrote me it was firmly established there. I can visualize a mid-winter event in the gymnasium of a school like that.

We all know how many late fall and early spring days outside are raw and wet and unusable for any sports, to say naught of winter itself. Out in the open, of course, the standard four-foot target would be used for its longer ranges, but all the rest of the equipment would be interchangeably used. During the past two years, in our snow states about half of the archery clubs have shot all winter, too, in gyms, armories, basements, wherever they could get distance. I know of two bowling alleys thus emphatically commandeered. The other clubs didn't—because they couldn't find the space.

Now the authorities do not seem to have discovered that this has had an immense effect on the summer scores; and whereas at the annual four-day championship tourney a perfect score—to wit, six consecutive golds at any range from thirty yards upward—is a rarity, this last summer there were no less than six! One, by a woman at thirty yards; a girl, of seventeen-plus, at forty yards; a Normal School teacher (Miss Roach of Buffalo, New York) at fifty yards (an American record, that!); and the man-champion got three at forty yards. I believe it is a fact that the last archer has winter-shot for a number of years. So, short distance is no detriment.

If there ever is a profession that calls for a constant mental strain it is that of teaching. And teachers are exactly the folk who would immensely profit by a couple of hours, weekly, before the targets in the gym., and in the spring and fall on the outdoor range. I know a number of such, and every one of them can beat me at it, save when I chance to be at my very best. Some can then, too. Schools would profit directly by this, in the finer self-control, and hence the better teaching of the force.

Cost?—well, individually, under $25 per outfit, most of it long-lasting. One single doctor's bill can easily cost a lot more! And your personally-owned outfits, of course, you would use and enjoy keenly in the long-vacation wherever that may be, save on the sea. Wholesale rates much less!

Helping the Hard of Hearing

By FAIRFIELD WHITNEY, Superintendent
Everett, Massachusetts

IN MASSACHUSETTS schools the hearing of pupils has been annually tested since 1906. The results obtained by the watch or voice test were indefinite and unsatisfactory, but they were valid enough to show that such defects interfered seriously with the school work of a considerable number of pupils.

As a part of the increasing care recently given in Everett to handicapped children special attention for those hard of hearing began in 1928. A questionnaire brought the names of 141 cases. Forty-four of these were considered serious. Through the generosity of E. A. Myers and the Speech Readers Guild many of these pupils were tested and retested by the radio-ear and the audiometer. As an experiment entire classes were tested by the audiometer, and this brought out the fact that cases of deafness frequently escape the teachers' test and that sometimes the child does not know his defect or is unwilling to admit it. The result of these tests was to send some pupils away to special schools or to lip reading classes in other cities.

In the spring of 1931 the School Department purchased an audiometer and employed a trained teacher to work three days per week in conducting an investigation. In grades above the second, 7,326 pupils were tested, and all doubtful cases were retested once or more. Of this number 175 were found to have a loss of 9-15 and 82 a loss of 15 or more.

This fall the time of our trained teacher has been spent in testing and retesting with our instrument the pupils who have come into the system since last summer and in providing for the expert examination of every pupil who has a loss of 9 or more. This examination is being made and will be completed either at the Massachusetts Eye and Ear Infirmary or by a skilled otologist with delicate apparatus for the purpose of determining the extent and cause of the deafness and the proper procedure to be taken in each case.

Two pupils have been sent to special schools for the deaf, and classes within the city are being organized for those who need lip reading. Three such classes are now in actual operation besides one in the evening school. It is expected that there will be finally at least six such classes with a total membership of fifty or sixty pupils, graded as primary, intermediate, or high, and located at the most convenient points available in the city. These classes will have three lessons per week each from thirty to forty-five minutes in length.

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FOR TEXTBOOKS

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

Why Teach What Children Already Know?

THE traditional method of conducting a character-training period in the average classroom is to proceed with all seriousness to teach over again the things that children already know. This may sound extreme at first sight, but a little analysis, I think, will prove its truth.

If there is at hand a traditional syllabus covering some phase of the character-training field, refer to it, and observe how various factors that are deemed important in character-training work are laid out in splendid sequence ostensibly for teaching purposes. If a case situation story is given, and many are, it is safe to assume that it is intended to be the basis of the lessons. An analysis of the case situation story itself will convince one very quickly that it contains nothing new, nor does it extend the range of the child's knowledge.

In order to supply a basis of fact for this conference I recently asked children in the second and third grades the following questions. The situations involved in these questions are typical ot those appearing in the average character-training syllabus. Here are the questions with the answers speaking for themselves compiled from a second grade of thirty-four pupils:—

(1) John saw a penny in a drawer. He took it to his mother and asked her for it. Would it have been all right for him to spend it without asking?

Answers: No (32). Yes (2).

(2) Mary saw Martha's doll on the lawn in front of her home. She wanted to play with it in her big doll house. Martha was not at home. What should Mary do?

Answers: Let it stay (22). Play with it (12).

(3) John's mother told him *not* to go to the movies. He went. He could have escaped punishment if he had told his mother a lie. Instead he told the truth, and took his punishment like a man. Do you think he did right?

Answers: Yes (22). No (12).

(4) Mary found the dime. She wanted to buy lollipops. Emily had lost it. Mary gave the dime to Emily. Should she have kept it?

Answers: No (31). Yes (3).

(5) "Finders keepers, losers weepers!" Is this right?

Answers: No (33). Yes (1).

(6) Jack refused to call Jim a bad name after Jim had struck his little brother. Ed wanted him to call the name. Did Jack do right?

Answers: Yes (14). No (17).

(7) Mary called Martha a bad name. Do you think her mother would like to hear her call such a name?

Answers: No (33). Yes (1).

(8) If someone called you a bad name what would you do?

Answers: Tell his mother (19).
Go away from him (9).
Slap him (2).

(9) Fred wanted to write a nasty word on the wall with chalk Jim took the chalk away from him. Did Jim do right?

Answers: Yes (33). No (1).

(10) Emily saw Fred, her little brother, with a cigarette. Bill had given it to him. Emily told her mother on Bill. Did she do right? What else should she have done?

Answers: Yes (31). No (3).
Tell his mother (30).
No answer (4).

In question No. 2 it is apparent at once that some of the children did not fully understand.

In question No. 3 there is also evidence of confusion on the part of the children, but assuming that the answers express the exact state of mind of the children, it is evident that the great majority have the right attitude and would not profit by a reteaching of the proper reaction.

In question No. 6 there is evidence also of confusion, but assuming that the seventeen really felt that Jack should have called Jim a bad name in return, it would be found that the answer was based upon the provocation involved and not upon the child's assumption that calling a bad name was not wrong. This is proven by the reaction to No. 7.

It may be interesting to have the complete reaction on this question as developed in the third grade:—

Say nothing	(3)
Tell him stop	(1)
Kill him	(1)
Tell mother	(9)
Hit him	(7)
Chase him	(1)
Walk on	(2)
Call name back	(3)
Be sore	(2)

Anyone can check up on a test of this sort who has access to primary children. It seems to the writer, however, that great care should be taken in so framing the question that it leans towards the positive side, not because we wish to induce a positive answer, for a negative answer may be correct; but because we are opposed to any testing which involves evil suggestion without strong counterbalancing moral values. Glancing over the foregoing, one is struck by the fact that there are several children who insist on maintaining the wrong attitude. It would be well for every primary teacher to give such exercises as these for the purpose of determining the identity of such children. It is well to know them, because through one's knowledge remedial measures can be brought to bear with great certainty of ultimate good results.

Children are essentially victims of their environment, and it is but natural that the child coming from an abandoned home should have warped ideas on various subjects, but the writer has yet to discover children, even in the lowest grades, of such a depraved mentality that they are not vividly conscious of the difference between right and wrong when such differences are exhibited to them in simple, easily comprehended form. This last statement brings us back, of course, to our subject matter. Assuming, as established, that children *do* know the difference between right and wrong, then all teaching lessons and all discussions involving the various delinquencies are not only very much by the point but may become positively harmful inasmuch as they tend to continue the consideration of the doings of the criminal which is so unhappily developed in the movies, in the newspapers, in conversations that the child hears at home and on the street, in the cartoons and funny pages which he devours on Sunday. To moralize, therefore, as many teachers do, on the state of delinquency exhibited by Mary who refuses to scrub her teeth in the morning, thereby disobeying her mother's commands, is not only a sheer waste of time, but an example of poor judgment on the part of the one conducting the exercises.

Question: If what you say is true, just what form would a character-training exercise of a didactic nature take?

Answer: We arrive at a difficult point. It is easier to induce interest when one holds up an infraction of the law for consideration than it is when one holds up a fine example of obedience to law. The former is news because of its comparative rarity, the latter is not news because it is happily the procedure of the normal person.

In order to make the positive and beautiful deed of interest it must be invested with emotional appeal. The teacher who can so invest it is a rare find and a precious element in any school system. To make thirty-three children thrill with approval at the lovely deed of some child of kindred age is an achievement because of the difficulty in doing it, and the profound nature of the character-training values that result.

Question: Is the average teacher through training and proper equipment able to prepare and vitalize a character-training syllabus?

Answer: No, not without very definite help, and that accounts for the apparent apathy of many teachers and administrators in this field who, realizing that to attempt to teach character training as one would teach history or geography from a syllabus, is to attempt the impossible. Consider in this connection the following story, and imagine the same story told in reverse form.

THORWALD.

From The Egan Monthly Service in Character Training. Copyright.

Sam never had much use for Thorwald. It may be that he looked down on the little boy next door because his father, while a wonderful cabinet-maker, could not speak the English language very well.

Thorwald never resented Sam's attitude. From the first day of his arrival in America four years before, he had idolized Sam. From Sam he had learned much of the English he knew, from Sam he had learned the American games. In his clothes, his speech, his actions, he tried to be as near like Sam as possible.

As Sam lay on the front porch, slowly recovering from that most terrible of children diseases, infantile paralysis, he smiled as he thought of the day of the great relay when he found Thorwald suddenly placed just behind him through the accident to Jim's ankle.

How he had raved inwardly! Thorwald! He could still hear himself snort in disgust. Why, the poor little shrimp couldn't run down a hoptoad.

Sam lived over that race in mind. The long grind of those in front until—neck and neck down the line came the two flag bearers—he thrilled as he recalled how he seized the flag, leaped forward, and flew around the track to come down on Thorwald, waiting there—tense—anxious eyes staring, the most earnest little face he had ever seen in all his life.

They were off! Good gracious! What was happening! Hey! Is that Thorwald out there—legs pumping like engine rods—arms pumping like pistons, dust behind him almost blotting out Ed Digby, the star of the other team?

It certainly is!—and then the finish—a whole two yards ahead—cheers!—yells!—back slappings!—Thorwald had *won!*

Well! well! That was last year—and now—no more running. Poor old legs, all gone from

(Continued on Page 466)

THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

Columbia Network

Key Station WABC **Eastern Standard Time**

Monday, December 21

4.20 P. M. Viscount Cecil, "The World and the League."
10.30 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Tuesday, December 22

2.15 P. M. Speech by Governor Roosevelt and Alfred E. Smith.
5.45 P. M. National Security League Broadcast Series.
7.30 P. M. Kaltenborn Edits the News.
10.00 P. M. Minneapolis Symphony Orchestra, Eugene Ormandy conducting.

Wednesday, December 23

11.15 A. M. Musical Alphabet.

Thursday, December 24

10.30 A. M. Carol Service from King's College Chapel, Cambridge.
11.30 A. M. New York Medical Society.
1.30 P. M. National Press Club Annual Christmas Carol Program.
7.30 P M. Kaltenborn Edits the News.
8.45 P. M. Angelo Patri, "Your Child."
10.30 P. M. Grand Opera Miniatures, Howard Barlow, Conductor.
11.00 P. M. Dickens, A Christmas Carol. Dramatization of a Famous Novel.
12.00 Mid Carol Service, Symphony Orchestra Conducted by Channon Collinge.

Friday, December 25

3.45 P. M. Columbia Educational Features, H. N. Wheeler, "Christmas Trees." From Washington, D. C.
8.30 P. M. March of Time, Dramatization of the Week's Outstanding News Events.

Saturday, December 26

10.00 A. M. Jewish Art Program.
10.30 A. M. New World Salon Orchestra, Vincent Sorey, Conductor.
7.00 P. M. The Political Situation in Washington Tonight, Frederic William Wile.
8.15 P. M. Leopold Stokowski and Philadelphia Symphony Orchestra.
10.00 P. M. National Radio Forum from Washington, D. C.

National Network

Key Stations WEAF and WJZ **Eastern Standard Time**

Monday, December 21

9.00 A. M. Le Trio Charmante, direction of George Dilworth (WEAF).
10.00 A. M. U. S. Navy Band (WJZ).
2.00 P. M. Health Talks (WEAF).
2.30 P. M. Current Events, by Ella Winter (WJZ).
3.00 P. M. U. S. Marine Band (WJZ)
4.00 P. M. Be Emily Posted, Mrs. Emily Post (WJZ).
6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).
8.00 P. M. Dramatic Sketches, events in American history (WEAF).
8.30 P. M. Death Valley Days (WJZ).
9.30 P. M. Parade of the States, Erno Rapee's orchestra (WEAF).

Tuesday, December 22

9.00 A. M. Morning Glee Club, directed by Keith McLeod (WEAF).
10.00 A. M. High School Band and Orchestra (WJZ).
11.00 A. M. "Your Child," by Dr. Ella Oppenheimer of the U. S. Department of Labor (WEAF).
3.00 P. M. Music in the Air (WJZ).
4.00 P. M. Magic of Speech, Vida R. Sutton (WEAF).
4.30 P. M. Spotlights in Drama and Literature, by Montrose J. Moses (WJZ).
7.45 P. M. Back of the News, William Hard (WJZ).
9.30 P. M. Great Personalities, by Frazier Hunt; also symphonic program (WJZ).

Wednesday, December 23

9.00 A. M. Morning Glee Club (WEAF).
3.15 P. M. International Current Events, Dr. Michael M. Dorizas, "Russia" (WJZ).
4.30 P. M. Eastman School Chamber Music String Quartette (WJZ).
6.00 P. M. Music Treasure Box, Pierre V. R. Key, operatic stars (WJZ).
6.45 P. M. Topics in Brief, by Lowell Thomas (WJZ).
10.00 P. M. Rochester Civic Orchestra, directed by Guy Fraser Harrison (WJZ).

Thursday, December 24

9.00 A. M. Morning Glee Club (WEAF).
2.45 P. M. Vocational Guidance Series.
4.15 P. M. U. S. Navy Band (WJZ).
4.20 P. M. Talk from London, (WEAF).
5.00 P. M. The Jungle Man, Carveth Wells (WEAF).
6.30 P. M. The World Today, by James G. McDonald (WEAF).
7.45 P. M. Famous Fallacies of Business, by Merle Thorpe (WJZ).
8.00 P. M. Dixie Spirituals, from Richmond, Virginia (WJZ).

Friday, December 25

9.00 A. M. Melodic Gems, directed by George Dilworth (WEAF).
11.00 A. M. NBC Music Appreciation Hour (WEAF and WJZ).
2.00 P. M. U. S. Army Band (WEAF).
2.45 P. M Mormon Tabernacle Choir (WJZ).
4.15 P. M. Radio Guild, "Servant in the House," Kennedy (WJZ).
6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

Saturday, December 26

9.00 A. M. Le Trio Charmante (WEAF).
7.15 P. M. Laws That Safeguard Society, Dean Gleason L. Archer (WEAF).
8.00 P. M. Danger Fighters, stories of the struggle to perfect various foods (WJZ).
8.00 P. M. Civic Service Concert Program from Chicago (WEAF).
8.30 P. M. Economics and Psychology, auspices of National Advisory Council on Radio in Education (WEAF).
9.00 P. M. Chicago Civic Opera (WJZ).

NEWS OF EDUCATION

Back Moratorium on School Pay Rise

Members of Associated Boards of New York State Support Proposal of Budget Director

ALBANY, N. Y.—The recommendation of Mark Graves, State Budget Director, for a one-year moratorium on statutory increases in teachers' salaries in this state has the support of members of the Associated School Boards and Trustees of the State of New York, it became known recently. The organization represents 265 school boards throughout the state, including the lay administrative groups in practically all of the cities with the exception of New York, Schenectady, Yonkers and one or two others.

School officials in New York do not look with favor on Mr. Graves's suggestion, which he voiced at a meeting of the House of Delegates of the New York State Teachers' Association in Utica.

Although the school boards' association has not taken definite action on the proposal as yet, it was learned, Raymond S. Jewett, of Mount Vernon, president, and other officers of the Federation believe there should be a suspension of teachers' salary increments as a means of providing tax relief. At a meeting of its executive committee the association will decide whether to appeal to Governor Roosevelt for approval of Mr. Graves's moratorium plan, which the Budget Director has formally presented to the Governor.

In a statement Mr. Jewett endorsed Mr. Graves's recommendation, declaring his proposal for a year's moratorium to be "the correct solution of the problem."

Mr. Jewett pointed out that in his annual report to the association as president this fall, he said it was "certainly incumbent upon us to exercise the strictest economy and study carefully the need for the expenditure of every dollar entrusted to us."

Frederick D. Chambers, auditor of the New York City Board of Education, said that action such as that proposed by Mr. Graves would mean a complete revision of the salary section of the State Education Law, as well as veto the principles of those provisions which safeguard teachers' salaries and their annual increments. Mr. Chambers said he doubted that the legislature would accept the moratorium proposal.

Salary increases which are scheduled to be paid in 1932 to employees of the Board of Education in New York City total about $1,428,000, according to the board's auditor.

Pennsylvania Clinic To Survey Schools

STATE COLLEGE, Pa.—As part of the extension service to public schools of Pennsylvania the department of psychology at the Pennsylvania State College has established a psycho-educational clinic to make surveys of entire schools or to study unusual children. Dr. Robert G. Bernreuter, field representative of the clinic, is now making a study of personality characteristics and intellectual abilities of 650 students in the Mahanoy Township High School.

French Pupils Taught Peace

PARIS.—France has taken the lead among the nations of the world in introducing, not by preaching, but by enlightenment, the great lesson of peace, according to Auguste Desclos, assistant director of the national office of schools and universities of France. "Recognizing that ignorance is the greatest enemy of the international spirit, the University of France, which comprises all the schools of every grade in the country, is awakening French youth to the blessings of international solidarity," she wrote in a recent journal interview. In the secondary schools, corresponding to the American high school and college, the teaching of international solidarity is emphasized in history, geography and modern languages.

College Abolishes Honor System

BROOKLYN, N. Y.—Brooklyn College, which has been conducting examinations for women under the honor system and for men under the proctor system since its establishment in 1930, is to have the proctor system for all examinations, according to Lillian Larsen, honor board chairman, who announced the result of a referendum on the question among students. Men objected to the honor system because it involved informing on any fellow student observed cheating. The women favored it because they had become accustomed to it at Hunter College, where they formerly were students. A ninety per cent. affirmative vote was necessary for adoption of the honor system. The women voted eighty-eight per cent. for it and the men twenty-three per cent. for it. In all, the honor system got only sixty-five per cent. of the students' vote.

Students Taught To Use Research

BOISE, Idaho.—Idaho schools are fostering an educational ideal to make each pupil a lifelong student, by teaching the child to do research work in any line in which he may be interested. "We now look upon the school life of the individual as the 'commencement period' of education, not the finishing of his learning," Dr. W. D. Vincent, Idaho Commissioner of Education, states. "Therefore one of the present aims of education is to establish habits of study in each child during his school days that will carry over into his adult life, thus making his education a continuous process." Pupils in the country schools during the last two summers have been encouraged to do individual research work. No restrictions in the selection of subjects were made and the range was as varied as children's interests, including animals, doll clothes, wild flowers, baseball, bugs, and butter making.

Girls Get Habits From Film Stars

LOS ANGELES.—More than fifty per cent. of the children get their mental imagery, vocabulary and manner of dress from the screen, according to Dr. Boris Morkovin, of the University of Southern California. His tests indicate that girls adopt their gait, speech, etc., from mannerisms of their film favorites. Boys, on the other hand, are tremendously influenced by aviation and other thrill pictures.

Textbooks Cost $1.67 per Pupil

HARRISBURG, Pa.—It cost $1.67 a pupil to supply free school textbooks in public schools throughout the state last year, according to records submitted to the State Department of Public Instruction. The cost has been declining since 1927, when each pupil's supply of books cost, on the average, $1.71; but in 1921 they cost only $1.19, it was shown. Total cost of supplying free textbooks last year was $3,189,977.

ISOLATED CHILDREN
Taught in South Australia by Correspondence

ADELAIDE, South Australia.—It is the proud claim of the South Australian Education Department that no obstacle is placed in the way of state instruction. This is not an easy achievement in a country which has an area of 380,070 square miles, with forty-three per cent. of the population of 600,000 settled in rural districts. To accomplish it correspondence lessons have been developed, as in the United States and Canada, and with a high degree of success. Through them a stirring chapter is being written in educational history in the triumph of efforts to carry schooling to the most isolated children.

Many former correspondence school pupils are now attending state high schools and private secondary collegiate establishments. The names of some of them are even to be found in university prize lists. There are others who have become teachers and are now in charge of schools. Twenty scholarships are earmarked by the government for children educated in the outback areas, and fifty more are open to them in competition with children attending larger schools. Some of these exhibitions have been won by pupils of the correspondence school.

The start of the correspondence years ago gave a civilizing touch to the isolation of the big spaces. Since then 3,640 pupils have been enrolled and nearly 900 children are receiving education at present. This number may appear small to crowded populations overseas, but it represents a territorial sweep of thousands of square miles.

Unchaperoned Guests For Harvard Men

CAMBRIDGE, Mass. — While a committee debates the pros and cons of freeing the Harvard students from the traditional restrictions regarding the entertainment of young women in college buildings, a temporary letting down of the bars was indicated in an announcement posted in Eliot House recently. Professor Roger B. Merriman, master of the house, startled Harvard faculty members a short while ago when he announced that students in the dormitory would be free to entertain girls in their rooms in the afternoons without chaperons. His step drew a prompt denial from university officials that it would let any of the house masters interpret according to their own lights the regulations governing undergraduates. At a meeting of the proper authorities, however, Professor Merriman has won at least a temporary victory. It is not a complete victory, but, for the time being, at least students in Eliot House may entertain their girl friends in their rooms from 1 to 7 p. m., if they apply twenty-four hours earlier for a written permission from their house master or house tutor. Mothers and sisters may be received without request for permission. It is expected that other houses will follow the example of Eliot.

Wilbur Warns About Education

WASHINGTON.—Ray Lyman Wilbur, Secretary of the Interior, had the following to say regarding education in his annual report to President Hoover: "Our experience with centralized supervision of education for the Indians should warn the American people away from centralized control of their own education from Washington. Prejudice, bad advice or lack of brains may temporarily flood any educational enterprise, but a ship with forty-eight compartments is hard to sink."

Urge Free Textbooks

SYRACUSE, N. Y.—The Legislature was asked to authorize free textbooks in district schools in resolution adopted at the concluding session of the annual convention of the State Association of District School Superintendents. Supplying of the books would be subject to taxpayer's rates in the districts. Another resolution reaffirmed the stand taken by the association a year ago, demanding higher qualifications for district superintendents.

PARENTS INFORMED
Join With Teachers in Solving Problems

PHILADELPHIA, Pa.—Parents no longer visit the schools. That is out, old-fashioned and never was done except as a means of using spare time and perhaps of launching criticism of the teacher and of the school, according to Thomas J. Walker, president for the last six years of the Parents' Association of the Stevens School of Practice.

"But the need which visiting schools originally was intended to answer, that of acquainting the parent first hand with the work the child was doing in school, is no less pressing today," said Mrs. Walker.

"It is to satisfy this need somewhat and to provide pertinent variety for the programs of our meetings that we give fifteen or twenty minutes to the presentation by a group of children of some part of the training they are receiving in the regular course of study.

"In this way we bring a part of the school and its work to the parents as a body instead of having the parents go to the schools and visit separately.

"The organization has a membership of about 500 mothers and fathers. Five regular meetings are held during the year, and each month the parents do some work in connection with the school.

"Intelligent understanding and loyal co-operation with the school is our aim," said Mrs. Walker. "We are realizing that we must do what we can to understand the teachers' viewpoint and support it if we would have discipline and education for our children."

Use of City Schools Shown

NEW YORK.—More than 5,500,000 persons have attended extra-curricular functions in the schools of New York City during the last year, according to a survey just completed by Clarence Arthur Perry under the auspices of the Russell Sage Foundation. One school, the Washington Irving High School, was the scene of 1,086 outside activities in a recent year.

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Grades 1—6 and Kindergarten

COMPILED BY SARA E. CHASE, PRINCIPAL

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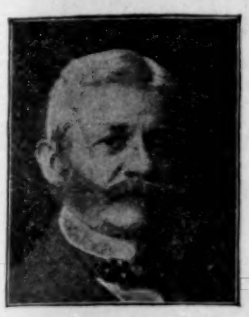

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Test Assimilation Of Knowledge

LOS ANGELES, Cal.—Most people are eye-minded rather than ear-minded—such is the clue provided for educators by the researches of Dr. Milton Metfessel, chairman of the Department of Psychology at the University of Southern California. An announcement of his findings has just been made. Normal individuals assimilate sixty-five per cent. of their knowledge through the visual organs, he has learned in experiments just completed in the psychology laboratory at the university. Of the balance of our knowledge, approximately twenty-five per cent. was shown to be the direct result of auditory experiences, while about ten per cent. was attributed to the remaining sensory apparatus in human organisms—touch, taste, and smell.

Students at Columbia Show 1,166 Decrease

NEW YORK.—A decrease of 1,166 students in the enrollment at Columbia University was announced by Registrar E. J. Grant. The total for 1931 is 31,978 as against 33,144 for last year. These figures include undergraduate, graduate and professional students, university classes and the summer session. The principal falling off was in the university classes, which include part-time students, and in which the total is 5,553, a loss of 1,661. The graduate and professional schools, however, with 11,811 candidates, show a gain of 303.

Harvard to Have New Radio Outfit

CAMBRIDGE, Mass. — Work has begun at Harvard on two eighty-foot towers on top of the recently completed Institute of Geographic Research, to provide the university facilities by which it can keep in constant radio communication with scientific expeditions in far-flung corners of the world. The new wireless station, a distinct unit from that maintained for experimental purposes by the Harvard Engineering School, is expected to prove valuable in communicating not only with the expeditions directly connected with Harvard, but those attached to other institutions. Special courses in wireless communication will be devised for graduate students in the geography department to train them in the operation of portable equipment in the field.

Velvet School Seats for Pupils

GRAND RAPIDS, Mich.—The hardwood desk seat, common to schoolrooms for generations, will be replaced if the designs of seating and posture experts here are generally adopted.

A seat upholstered in mohair velvet, the pile of which is expected to keep the occupant from slipping about, is the new idea. It is designed primarily to keep the student in proper posture. There is no reason, its proponents say, why a child in school should not be as comfortable as at home.

Bugs Paying For Education

PLATTEVILLE, Wis. — Three youths are attending Platteville State Teachers' College because of their ability to catch butterflies, moths and other bugs. Last year they sold more than $1,500 worth of captured insects. The sales for 1931 will not reach this figure, Leslie Beadle, the student who originated the business, said. Disease among bugs during the past summer has cut down the supply, he said. George Kettler and Leo Speth became partners of Beadle when the business grew so rapidly he could not take care of it himself.

School Takes Town's Paper

CRESTON, Wash.—Creston high school has taken over this town's only newspaper in the hope of reducing the student body indebtedness. For several years the students have given dances, used athletic department surpluses and probed other income sources without complete success. Mrs. Inez Creston, business manager of the News, resigned, and the owner permitted the students to take over the management. A group will take charge of all local news, advertising and circulation.

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School Nurse Links Home

PHILADELPHIA. — "The school nurse is not a nurse in the usual acceptance of the term. She is a member of the educational staff who has had the training of a nurse and has come into the educational system to fill the gap between the school and the home in protecting the health of the child," declares the Pennsylvania School Journal. "While part of her time is spent in the schoolroom, the major portion is spent visiting the homes of the pupils. That so much attention is being given to the welfare of the child is a favorable sign of the times. That special provision must be made for children coming to school without sufficient food and clothing, that children in ill health need attention, and that health handicaps should be treated and corrected, are conceded by all. Many children are regarded as dull or mentally defective who, because of handicapping health defects, are unable to make the most of education. They fall behind in their school work, become discouraged, and ultimately leave school poorly prepared for useful citizenship."

Got Poor Marks, Burned School

CROOKSTON, Minn.—Two youngsters who "got such poor marks they didn't want to go to classes any more" landed in jail. They used their textbooks to kindle a fire which burned the schoolhouse down.

Salespeople Taught To Speak Correctly

DALLAS, Texas.—Now, in the interest of efficiency, one of the large department stores here has decided to teach its salespeople how to speak correctly. They are being sent to special classes at the Dallas Little Theatre. "Much time is wasted," the store officials explain, "when customers are forced to ask the salespeople to repeat because of slovenly or incorrect speech. Correct speech will save time and make transactions pleasanter."

CHARACTER WORKSHOP

(Continued from Page 461)

the waist down! Not much hope! Wondering how he was going to get back and forth to school!

A timid voice hailed Sam from across the hedge. "Sam," said the voice, "we have something for you."

"Hello, Thorwald!" answered Sam. "Come on over!"

"My father, too?"

"Sure, bring your father, too."

For a moment there was silence; then Sam saw the front door open, and Thorwald's father backing slowly out drawing a queer contraption after him.

Sam was interested and drew himself up higher so that he could see over the hedge. They were bringing that queer, slick-looking, two-wheeled rig over to his house. What *could* it be? Mighty pretty whatever it was, glistening there in its newly varnished glory.

"Mister Sam," said Thorwald's father a second later, "I have made this for you. See! You sit here between these wheels, and you put your feet here, and den you go bumpty, bump, over the road to school."

Sam was so pleased that tears came to his eyes.

"And you haven't asked how the ting goes?" laughed Thorwald.

"It is so wonderful, I hadn't *thought* of that," answered Sam.

"Vell," said Thorwald, "it goes like this. You sit here and turn the little wheel, and steer, and Thorwald is the engine going puff, puff, all the way behind."

When you have read this story with expression, pause a second, then ask the children how many felt a queer, pleasant inner glow of approval of Thorwald's deed.

The answering hands will tell you what I mean by a real character-training exercise.

Grins Between Grinds

Not a Dry Cleanser

A young salesman was seen to turn away from a prospective buyer of an electric washing machine, a disgusted look in his face. The "boss" immediately wanted to know why.

"She doesn't want an electric washing machine," the young man replied. "I explained in detail just how to operate it, turned on the current, and showed her how it works, and finally she pointed to the hole in the bottom and asked:—

"'What is that for?'

"'To let the water out,' I said.

"'Oh, then, it doesn't wash by electricity, does it? You have to use water!'"

Applesauce

Adam was toiling home at the end of a hot summer's day, carrying his shovel and hoe, while little Cain trotted beside him.

On reaching the Garden of Eden little Cain peeped through the palings and said: "Gee, pop, I wished we lived here."

And pop replied: "We did once, until your mother ate us out of house and home."

A Recipe for Old Age

Reporter (to oldest inhabitant)—"To what do you attribute your great age?"

"Well, fer the first seventy years of my life there wasn't no motor cars, an' for the last thirty I've been confined to the house."

Busy Days

Teacher: "Horatio, where is your sister today?"

Horatio: "Gettin' measured for a new dress; she's flower girl in a divorce case."

Domestic Calendar

Wat—"When was your new baby born?"

Knott—"Between the second payment on the radio and the eighth on the auto."

Why, of Course!

Merchant—"Before I can engage you, you will have to pass an intelligence test."

Girl Candidate—"Intelligence test? Why, the advertisement said you wanted a stenographer."

Meetings To Be Held

DECEMBER

28-31: American Association for the Advancement of Science, Section Q., Secretary W. L. Uhl, University of Washington, Seattle, Washington: New Orleans, Louisiana.

28: American Association of Schools and Departments of Journalism, Secretary H. H. Herbert, University of Oklahoma, Norman, Okla.: Minneapolis, Minnesota.

28-31: American Catholic Historical Association, Secretary Rev. Peter Guilday, Catholic University of America, Washington, D. C.. Minneapolis, Minnesota.

28-30: American Historical Association, Secretary Dexter Perkins, University of Rochester, Rochester, New York: Minneapolis, Minnesota.

28-30: Council on Education for Journalism, W. Grosvenor Bleyer, University of Wisconsin, Madison: Minneapolis, Minnesota.

28-30: Illinois State Teachers' Association, Secretary R. C. Moore. Carlinville, Illinois: Springfield, Illinois.

28-30: Modern Language Association of America, Secretary Carleton Brown, New York University, New York City: Madison, Wisconsin.

28-30: Music Teachers National Association, Secretary Leo C. Miller, Euclid Building, St. Louis, Missouri: Detroit, Michigan.

28: National Federation of Modern Language Teachers, Secretary Charles E. Young, 623 West State Street, Milwaukee, Wisconsin: Madison, Wisconsin.

28-30: New York Associated Academic Principals, Secretary D. G. Allen, High School, Phoenix, New York: Syracuse, New York.

28-30: Oregon State Teachers' Association, Secretary E. F. Carleton, 602 Studio Building, Portland: Portland, Oregon.

30-January 1: American Society for the Study of Disorders of Speech, Secretary S. D. Robbins, 410 Boylston Street, Boston, Mass.: Detroit, Michigan.

JANUARY, 1932

9: Association of Kentucky Colleges and Universities, Secretary Paul P. Boyd, University of Kentucky, Lexington: Lexington, Kentucky.

29: Association of College Presidents of Pennsylvania, Secretary G. L. Omwake, Ursinus College, Collegeville: Harrisburg, Pa.

FEBRUARY

18-20: American Association of Junior Colleges, Secretary Doak S. Campbell, Peabody College, Nashville, Tennessee: Kansas City, Missouri.

Would You?

If I thought that a word of mine,
Perhaps unkind, untrue,
Would leave its trace on a loved one's face,
I'd never speak it—
Would you?

If I thought that a smile of mine
Might linger the whole day through
And lighten some heart with a heavier part,
I'd not withhold it—
Would you?

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